



Program Evaluation Tool

Southgate Anderson High School

Southgate Community School District

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Introduction

Evaluation of strategies, programs and initiatives to accelerate achievement and close achievement gaps is a key step in the continuous school improvement process. In addition, all federal programs (Title I, Part A, C and D; Title III and Title II) require annual evaluation, especially when federal and /or state funds are used to support such efforts. More importantly, however, is that evaluation represents good practice and will likely improve outcomes.

Strategy/Program/Initiative Description

What is the name of the strategy/program/initiative being evaluated?

Freshmen Mandatory Lunch Assistance (MLA)

Provide a brief description of the strategy/program/initiative being evaluated.

All Freshmen students that have a designated number of missing assignments will be referred by ninth grade core teachers to the Mandatory Lunch Assistance (MLA) program to complete those assignments during their lunch period, Tuesday through Friday.

What is the need being addressed by the strategy/program/initiative?

Freshmen have been identified as a student population with a high number of missing assignments throughout the school year which results in poor summative assessment grades and/or failing grades in core classes.

Missing assignments often lead to course failures, which research shows leads to students becoming off track for graduation.

Provide the reason for selecting the strategy/program/initiative, included intended results.

Staff at AHS have correlated students that have high success in core classes have a high completion rate of all classwork and homework assignments. The MLA program intends to increase student achievement on overall semester course marks and therefore resulting in a reduction of freshmen failures in core classes. Ultimately, keeping freshmen on track to graduate on time.

Cite the research supporting the strategy/program/initiative along with a brief summary.

The at-risk population demonstrates a higher number of course failures, an increased number of absences and tardies, more students with off-track graduation status, emotional and social challenges that hinder them from learning at high levels. If these students are not provided the necessary resources data indicates that a student with a GPA of a 2.0 or lower have a significant lower graduation rate than a student with a 2.5 GPA. Data also states that the ninth grade year is a make or break year. More students fail ninth grade than any other grade in high school. Students with three or more semester E's are not likely to graduate high school. Early interventions and targeted resources have shown to help reduce freshman course failure. (Allenworth & Easton, 2007)

<https://ccsr.uchicago.edu/sites/default/files/publications/07%20What%20Matters%20Final.pdf>

<http://www.theatlantic.com/education/archive/2013/11/ninth-grade-the-most-important-year-in-high-school/281056/>

Impact: What was the strategy/program/initiative's impact on students?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, the school's achievement results on state or district wide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders.

a) What is the evidence and what does it show regarding achievement of the measureable objective for all students when compared to baseline state and local data?

In the 2013-2014 school year, ninth graders joined Anderson High School from their prior placement at the 8-9 building. There were 121 students with one or more Es first semester.

b) What is the evidence and what does it show regarding achievement of the measureable objective for subgroups and their counterparts when compared to baseline state and local data?

The MLA program impacted the freshmen failure rate by reducing the number of students failing one or more courses by 15% in semester one.

c) What is the evidence and what does it show regarding stakeholder (staff, parents, students) satisfaction with the results?

Staff, parents and students were satisfied with results based on the following documentation:

95% Freshman Teachers surveyed stated that MLA has helped reduce the number of missing assignments and decreasing course failures.

95% Freshman Teachers surveyed stated that MLA was an effective intervention strategy to help reduce the number of failing students.

Overall, the ninth grade teachers responded positively the impact of MLA.

Freshman students surveyed overwhelming stated that MLA allowed them the extra time needed to complete assignments and turn in for credit.

	Statement or Question	Response	Rating
	d)Were the objectives for this strategy/program/initiative met?	Yes	N/A

Impact Conclusion:

Statement or Question: If objectives were met, should the strategy/program/initiative be continued or institutionalized?

Response:

- Yes

a) What is the evidence and what does it say regarding whether this was the right strategy/program/initiative to meet your needs?

2013-2014 = 121 out of 350 freshman students failed one or more core classes semester one.

2014-2015= 71 out of 354 freshman students failed one or more core classes semester one this is reduced by 15% from the year before.

b) What is the evidence and what does it say regarding whether the benefits of the strategy/program/initiative are sufficient to justify the resources it requires?

The evidence of a 15% in a reduction of course failures for first semester shows that the benefits justify the resources required.

c) What adjustments if any might increase its impact while maintaining its integrity?

Having technology available during MLA to assist students with homework, seek additional student tutors, develop a Google Form for sign-in purposes, request that students leave a few minutes early to get their lunch before MLA.

d) What is needed to maintain momentum and sustain achievement gains?

Having technology available during MLA to assist students with homework, seek additional student tutors, develop a Google Form for sign-in purposes, request that students leave a few minutes early to get their lunch before MLA.

e) How might these results inform the School Improvement Plan?

The success of MLA supports our vision that creating a positive school culture will have a positive impact on student achievement.

1) Readiness: What was the readiness for implementing the strategy/program/initiative?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, stakeholders are well-prepared to implement the program. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program. Specific concerns have been identified and solutions have been planned/ implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

Statement or Question:a) What is the evidence regarding stakeholder understanding of the need as well as stakeholder ability to articulate the research regarding the choice of the strategy/program/initiative?

Response:

- Meeting agendas/minutes
- Books/papers about the program
- Staff surveys
- School Improvement Plan elements
- Data collection plan; data analysis work

What does the evidence show regarding stakeholder understanding?

Ninth grade staff expressed the concern that ninth grade students lack homework completion skills, as well as the willingness to participate in the program. The teachers have opened up their classrooms to house the program at lunch, sign up the students that need to attend, prepare and grade missing assignments and/or create an alternate assignments.

Statement or Question:b) What is the evidence regarding stakeholders having a shared vision and purpose for the work and a strong commitment to the strategy/program/initiative?

Response:

- Meeting agendas/minutes
- Books/papers about the program
- Staff surveys
- School Improvement Plan elements
- Data collection plan; data analysis work

What does the evidence show regarding stakeholders having a shared vision?

Ninth grade staff expressed the concern that ninth grade students lack homework completion skills, as well as the willingness to participate in the program. The teachers have opened up their classrooms to house the program at lunch, sign up the students that need to attend, prepare and grade missing assignments and/or create an alternate assignments.

Statement or Question:c) What is the evidence regarding how stakeholder concerns were identified and addressed?

Response:

- Meeting agendas/minutes
- Data collection plan; data analysis work
- Focus group interviews

What does the evidence show regarding how stakeholder concerns were identified?

During the bi-weekly ninth grade teacher meetings, concerns were identified and addressed. Teachers were provided passes so that if they had a last minute student to assign to MLA they could make it happen.

Statement or Question:d) What is the evidence regarding the ability of staff and administrators to integrate the strategy/program/initiative with existing work?

Response:

- Meeting agendas/minutes
- School Improvement Plan elements
- Stakeholder survey results

What does the evidence show regarding the ability of staff and administrators to integrate the strategy/program/initiative?

In the Staff Perception Survey indicate that 94% of students know how to get extra help at school, as MLA is embedded in the school day and runs seamlessly, with very rare administrative intervention.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the readiness for implementing the strategy/program/initiative	Support and commitment were generally high, but some concern or work remains.	3

What action steps are needed to increase readiness?

Readiness could have been increased by educating all parents about the program's purpose.

2) Knowledge and Skills: Did staff and administrators have the knowledge and skills to implement the strategy/program/initiative?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, personnel are able to clearly articulate what successful implementation looks and sounds like and how specific practices will change as a result of its implementation. Staff and administrators can articulate specific outcomes and specific criteria for evaluation. Personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills.

Statement or Question:a) What is the evidence regarding staff and administrators' vision for how practice would change as a result of the strategy/program/initiative?

Response:

- Minutes of professional conversations
- Staff surveys
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets

What does the evidence show regarding staff and administrators' vision for how practice would change?

At an initial ninth grade teacher bi-weekly meeting, it was decided how students would be assigned and how attendance and assignments would be tracked.

Statement or Question:b) What is the evidence regarding administrator knowledge and ability to monitor and assess the effectiveness of the strategy/program/initiative?

Response:

- Minutes of professional conversations
- Staff surveys
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets

What does the evidence show regarding administrator knowledge and ability to monitor and assess the effectiveness?

The effectiveness of MLA is monitored and assessed by reviewing the data that collected in the Google Doc, student name, Teacher name, assignment, attendance, and other notes. Also, the course failures are reviewed to analyze increases and decreases.

Statement or Question:c) What is the evidence regarding the sufficiency of opportunities for staff to learn knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/program/initiative?

Response:

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- Minutes of professional conversations
- Staff surveys
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets

What does the evidence show regarding the sufficiency of opportunities for staff to learn knowledge and skills?

The bi-weekly meetings afford teachers the opportunity to learn the non-negotiable aspects of MLA as well as the acceptable variations of the program.

Statement or Question:d) What is the evidence regarding staff ability to apply the acquired knowledge and skills?

Response:

- Minutes of professional conversations
- Staff surveys
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets

What does the evidence show regarding staff ability to apply the acquired knowledge and skills?

The teacher use of the GoogleDoc demonstrates that they are monitoring students' missing assignments and assigning them to MLA, Tuesday through Friday.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the participants' knowledge and skills to implement the strategy/program/initiative	Participants had sufficient knowledge and skills to succeed.	4

What action steps are needed to improve participants' knowledge and skills?

Continued use of the bi-weekly meetings and additional training in Google Apps. Create MLA Overview document to share with ninth grade staff.

3) Opportunity: Was there opportunity for high quality implementation of the strategy/program/initiative?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, building and district administrators provide significant support for project implementation. Sufficient funds have been allocated and continue to be managed by building principal and or program director. Adequate resources are available for full implementation including time for staff collaboration in various forms. Clearly defined structures/protocols are in place to collect and review formative implementation data.

Statement or Question:a) What is the evidence regarding the sufficiency of administrative support to achieve the intended results?

Response:

- Agendas/minutes
- Email correspondence
- Focus group and/or anonymous surveys
- Logs, school schedules
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results

What does is the evidence show regarding the sufficiency of administrative support?

Allocation of classroom space, common preparation periods or lunches to address the bi-weekly meetings, the At-Risk Counselor has a flexible schedule to support the MLA program. There are administrative walkthroughs to assess the effectiveness.

Statement or Question:b) What is the evidence regarding the sufficiency of professional learning during implementation, e.g. modeling/coaching?

Response:

- Agendas/minutes
- Email correspondence
- Logs, school schedules
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Staff meeting results

What does the evidence show regarding the sufficiency of professional learning?

During implementation, the At-Risk counselor sought print and personal resources to build her own learning and shared that information with colleagues. She also modeled and coached other staff on the approach to be used in the MLA program. The At-Risk counselor networked with other at-risk counselors to identify best practices.

Statement or Question:c) What is the evidence regarding the sufficiency of resources – including financial and time - to achieve the intended results?

Response:

- Email correspondence
- Logs, school schedules

What does the evidence show regarding the sufficiency of resources?

The school district sought and acquired Title 31a funds to implement and support this program through the creation of an at-risk counselor position. It was necessary to allow the at-risk counselor to have a flexible schedule as well as ninth grade staff to have a common prep and/or lunch.

Statement or Question:d) What is the evidence regarding staff collaboration in support of the strategy/program/initiative?

Response:

- Agendas/minutes
- Email correspondence
- Focus group and/or anonymous surveys
- Logs, school schedules
- Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)

What does the evidence show regarding staff collaboration?

Bi-weekly meetings and common prep and lunch time provide for the opportunity to collaborate as a ninth grade staff.

Statement or Question:e) What is the evidence regarding structures being in place to collect and review implementation data?

Response:

- Agendas/minutes
- Email correspondence

What does the evidence show regarding structures being in place to collect and review implementation data?

The GoogleDoc collects the data and the student information database provides the course failure data to be reviewed. The bi-weekly meetings also provide the opportunity to collect and review data.

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	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the opportunity for high quality implementation.	Many necessary resources were aligned with program goals, but more are needed.	3

What action steps are needed to ensure opportunity for high quality implementation?

- 1. Parent Education of the program's purpose
- 2. A MLA Overview document for new ninth grade teachers
- 3. Google App Training for staff
- 4. Provision made for staff scheduling

4) Implementation with Fidelity: Was the strategy/program/initiative being implemented as intended?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined protocols to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data while maintaining the integrity of results.

Statement or Question:a) What is the evidence regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/program/initiative, including timelines and responsibilities?

Response:

- Principal's walkthroughs
- Number of staff implementing with fidelity
- Surveys
- Collegial observations/visits
- Agendas and minutes of common planning time/meetings

What does the evidence show regarding the fidelity of implementation?

The bi-weekly ninth grade teacher meetings encouraged discussion among staff to focus on the non-negotiable aspects of the program as well as the acceptable variations of MLA. Minutes provide evidence that staff share a common understanding and practice for the MLA program.

Statement or Question:b) What is the evidence regarding unintended consequences that may have occurred?

Response:

- Principal's walkthroughs
- Number of staff implementing with fidelity
- Surveys
- Collegial observations/visits
- Agendas and minutes of common planning time/meetings

What does the evidence show regarding unintended consequences?

There are several students who go to MLA without being assigned. The conversations that occur in the bi-weekly meetings have been extremely helpful in identifying strategies to support the freshmen beyond the MLA program.

Statement or Question:c) What do student achievement results suggest for implementing/modifying the strategy/program/initiative?

Response:

- Principal's walkthroughs
- Number of staff implementing with fidelity
- Surveys
- Collegial observations/visits
- Agendas and minutes of common planning time/meetings

How might these affect the integrity of the results?

Ensuring that the previous items are addressed will bolster the integrity of the results.

	Statement or Question	Response	Rating
	Given the evidence you've assembled, choose one overall self-assessment of the fidelity of high quality implementation.	Critical elements have been implemented, but work on consistency and depth remains.	3

What action steps are needed to ensure faithful implementation of program plans?

1. Parent Education of the program's purpose
2. MLA Overview document for new ninth grade staff
3. Google App Training for staff
4. Scheduling ninth grade teachers with a common prep and/or lunch
5. Clearer method to track and share staff usage